

IDAHO'S 7TH GRADE DIRECT WRITING ASSESSMENT SCORING STANDARD FOR EXPOSITORY WRITING

January 2005

Expository Essays	“4” Advanced	“3” Proficient (Clear)
<p>Expository writing is that which explains or informs. Expository paragraphs give facts, directions, explain ideas or define terms. The expository essay will have an introduction, body paragraphs and a conclusion.</p>	<p>A “4” paper demonstrates advanced control of the conventions of written language as well as unique qualities in style or content. A “4” paper is clear, organized, easy to understand and may be characterized by a unique perspective or a mature approach to the topic. Its length is appropriate for the writer to demonstrate skills and conventions to fulfill the prompt’s purpose. A score of “4” indicates that a student’s writing for that particular day and prompt is clearly advanced beyond grade level.</p>	<p>A “3” paper demonstrates an understanding of the organization and development of expository writing. A “3”paper indicates proficient control of the conventions of written language at grade level. Its length is appropriate for the writer to capably demonstrate required skills and conventions to fulfill the prompt’s purpose. A score of “3” indicates that the student’s writing for that particular day and prompt is at grade level.</p>
Focusing on Six Traits	“4” Papers Exhibit <u>MOST</u> of the Characteristics Listed Below	“3” Papers Exhibit <u>MOST</u> of the Characteristics Listed Below
<p>IDEAS Ideas are the focus of the essay that, together with elaboration, anecdotes, and/or selected details, build reader’s understanding.</p> <p>ORGANIZATION Organization, the internal structure of an essay, includes the introduction, conclusion and supporting paragraphs. Transitions within the essay assist the reader to avoid getting lost.</p>	<ul style="list-style-type: none"> ▪ Establishes a purpose and maintains a clear focus throughout essay ▪ Inviting introduction/satisfying conclusion ▪ May incorporate an advanced or creative approach to prompt ▪ Effective topic sentences with supporting details and/or examples ▪ Strong sense of audience awareness ▪ May exhibit higher-level thinking: application, analysis, and/or evaluation ▪ Stays on topic; uses effective transitions ▪ Every part adds to whole ▪ Paragraph organization that enhances the central idea of essay 	<ul style="list-style-type: none"> ▪ Evident purpose ▪ Apparent introduction/evident conclusion ▪ Topic sentences with supporting details and examples, rather than a list ▪ May demonstrate an awareness of audience ▪ May demonstrate higher-level thinking skills ▪ Generally stays on topic; some effective transitions ▪ Paragraphs that work together to support whole ▪ Logical development
<p>VOICE Voice involves effective writing that holds the reader's attention through the use of appropriate vocabulary. Descriptive and figurative language makes writing unique by creating mood and feeling for the reader.</p> <p>WORD CHOICE Word Choice involves selecting words to create the mood, impression, or word picture a writer desires to instill within the reader.</p>	<ul style="list-style-type: none"> ▪ Powerful and engaging; holds reader’s attention ▪ Confident; reader senses writer’s commitment to topic ▪ Clear understanding and use of above grade-level vocabulary ▪ Interesting verbs and precise nouns and modifiers ▪ Shows rather than tells ▪ Use of literary devices: personification, similes, metaphors, alliteration, and hyperboles 	<ul style="list-style-type: none"> ▪ Degrees of appropriate voice ▪ Generally consistent point of view, verb tense and voice ▪ Appropriate vocabulary for audience—may be mechanical or quite general ▪ Appropriate language for audience ▪ May attempt to use colorful language or literary devices; may include jargon or clichés ▪ <i>May</i> “show” rather than “tell” ▪ Some variety of verb choices ▪ Does not overuse “I” or incorporate other inappropriate redundancies
<p>SENTENCE FLUENCY Effective construction of a sentence and its rhythm and grace determines sentence fluency. Aspects of fluency include the following: logic, phrasing, parallel structure, alliteration, redundancy and sentence lengths.</p> <p>CONVENTIONS Punctuation, spelling, grammar, usage, capitalization and paragraphing fall under the umbrella of Conventions.</p>	<ul style="list-style-type: none"> ▪ Purposeful and varied sentence beginnings ▪ Variety of sentence structures and lengths, which include complex sentences ▪ A smoothly flowing text ▪ Mechanically correct ▪ Few surface errors (capitalization, punctuation and/or spelling) ▪ May have few spelling errors ▪ Appropriate indentation and logical paragraphing ▪ Strong command of standard written English 	<ul style="list-style-type: none"> ▪ Varied beginnings among sentences ▪ For the most part, a smoothly flowing text ▪ Some variety among sentence types, structures and lengths ▪ Paragraphing ▪ Demonstrates understanding of mechanical correctness ▪ Surface errors (capitalization, punctuation, and/or spelling) do not detract from meaning or readability ▪ Few spelling errors in common words ▪ Command of standard written English

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Expository Essays	<p align="center">"2" Basic (Caution--Not passing)</p>	<p align="center">"1" Below Basic (Alert)</p>
<p>Expository writing is that which explains or informs. Expository paragraphs give facts, directions, explain ideas or define terms. The expository essay will have an introduction, body paragraphs and a conclusion.</p>	<p>A "2" paper demonstrates some understanding of basic expository writing skills. A "2" paper reveals one or more of the following weaknesses:</p> <ol style="list-style-type: none"> 1. Inadequate organization 2. Inadequate development of events and details 3. Limited or inappropriate word choices 4. A pattern or accumulation of errors in mechanics, usage, sentence structure or word choices. <p>A score of "2" indicates that the student's writing for that day and prompt is developing toward proficiency at grade level.</p>	<p>A "1" paper demonstrates fundamental writing deficiencies and exhibits one or more of the following:</p> <ol style="list-style-type: none"> 1. Serious and persistent writing errors 2. Incoherency 3. Lack of development 4. One or more of the following: too brief to assess; written in a language other than English; not written in black ink pen; written to a topic other than specified in prompt; written in mode other than expository <p>A score of "1" indicates that the student's writing for that day and prompt is minimal at grade level.</p>
Focusing on Six Traits	<p align="center">"2" Papers Exhibit <u>MOST</u> of the Characteristics Listed Below</p>	<p align="center">"1" Papers Exhibit <u>MOST</u> of the Characterizes Listed Below</p>
<p align="center">IDEAS</p> <p>Ideas are the focus of the essay that, together with elaboration, anecdotes, and/or selected details, build reader's understanding.</p> <p align="center">ORGANIZATION</p> <p>Organization, the internal structure of an essay, includes the introduction, conclusion and supporting paragraphs. Transitions within the essay assist the reader to avoid getting lost.</p>	<ul style="list-style-type: none"> ▪ May lack a sense of purpose ▪ Weak or ineffective introduction/conclusion ▪ Limited awareness of audience ▪ Thought processes may be difficult to follow ▪ Supporting details may be limited, omitted or presented as a list ▪ Shift or changes in topic ▪ Ideas may not flow smoothly; disconnected paragraphs ▪ Transitions may be lacking or do not unify essay ▪ Text may be repetitious ▪ Redundant sentence patterns, similar beginnings 	<ul style="list-style-type: none"> ▪ Unclear topic that lacks development ▪ Possible attempt at introduction/conclusion ▪ Information that is limited with little or no attention to detail ▪ Inadequate length for development ▪ Difficult to follow thought processes ▪ Omitted or undeveloped paragraphing ▪ Transitions between ideas are confusing or nonexistent
<p align="center">VOICE</p> <p>Voice involves effective writing that holds the reader's attention through the use of appropriate vocabulary. Descriptive and figurative language makes writing unique by creating mood and feeling for the reader.</p> <p align="center">WORD CHOICE</p> <p>Word Choice involves selecting words to create the mood, impression or word picture a writer desires to instill within the reader.</p>	<ul style="list-style-type: none"> ▪ Inconsistent or monotonous voice ▪ Tells rather than shows ▪ Inappropriate or ineffective word choices ▪ Limited vocabulary that may fall below grade level ▪ Simplistic style: <ul style="list-style-type: none"> ○ Few precise nouns and specific modifiers ○ Passive and/or simplistic verbs ○ Too frequent use of "I" ○ Frequent use of "would" and "could" ▪ Inconsistency among verb tenses 	<ul style="list-style-type: none"> ▪ Inappropriate or lack of voice ▪ Requires rereading for understanding ▪ Restricted vocabulary: <ul style="list-style-type: none"> ○ Inadequate word pool ○ Lacks language development ○ Incorrect word choices ▪ Overuse of such connectives as "and," "and so," but then," "and then" and "because."
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Attempts varying sentence beginnings ▪ Patterns of short, simple sentences ▪ Choppy or awkward sentences ▪ Fragmented or run-on sentences ▪ Evident paragraphing ▪ Surface and/or mechanical errors detract; may result in rereading for clarity ▪ Spelling errors including misspelling of common words ▪ Limited command of standard English 	<ul style="list-style-type: none"> ▪ Choppy, incomplete, rambling and/or awkward sentences ▪ Unnatural-sounding phrasing ▪ Indistinguishable sentences ▪ Little or no separation of paragraphs ▪ Glaring surface and /or mechanical errors that hinder and/or detract from meaning and readability ▪ Requires rereading due to word usage, grammar or punctuation errors ▪ Frequent spelling errors, including misspellings of common words ▪ Misuse and/or little use of capitalization and/or punctuation ▪ Lacking command of standard written English